THE TITLE SMALL BUSINESS ENTREPRENEUR

● **WORK PACKAGE**

T2 - Innovation and quality in dual education

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● **DELIVERABLE**

D2.4.1 Training Program Reports

● **DELIVERY DATE**

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CONTENT

1 SUMMARY

INTRODUCTION

Recognition of the regional level as a relevant step in the implementation of vocational training policies has become evident. The regions' expertise in this area has been steadily strengthened over the years. The ongoing debates within our own network as part of the General Public Policy Review (GPP) still bear witness to this if needed. Training is now a regional matter.

The establishment of a University of Crafts and Crafts (URMA) in the Rhône-Alpes is part of this logic. The 11 CMAs in Rhône-Alpes have been working for several years to ensure the legibility and coherence of their actions carried out in the various territories of the region

Various initiatives that should help facilitate the establishment and development of a URMA bear witness to this culture of work in a regional network that structures the provision of services of the Rhône-Alpes CMAs in the areas of orientation, training and employment:

- With regard to apprenticeship training centres, the CMAs and the RHÔNE-Alpes ICCs have initiated formal coordination of the 10 CFAs managed by the consular network in the Rhône-Alpes region. The creation since 2009 of this network head aims to raise the height for the definition of a common policy on the development of learning in connection with the regional training development plan (PRDF). It aims to better coordinate the network's training offer for learning. It should also allow for more coherence and sharing between the initiatives taken by each of the network's institutions.
- Decision support centres (CAD) have been operating since 1992 on the basis of a common set of specifications for reception, information to the orientation of young people and adults interested in the craft sector,
- Employer Craft Spaces (EAEs), initiated in 1999, use shared tools to support artisanal enterprises in the fields of employment and human resource management

- A training scheme for the common facility, redefined in 2008, aims to enable project owners to benefit from training modules complementary to the preparatorySttage at the Installation and recommendations in terms of training and follow-up. The aim is to better assess the strengths and weaknesses of the projects and to promote their sustainability.

What's at stake

Building on these achievements, the CMA Auvergne Rhone Aples has with the creation of a university of trades and crafts, with the aim of responding to more specific issues:

- Responding to the problems of installation, business development and people qualification.
- Expanding inflows into the sector in particular to promote the creation and recovery of quality companies in the medium term.
- Organize and dedicate the academic recognition of the managerial training of craftsmen whose profession as a businessman is now fully recognized as requiring a set of functions that tradition did not attribute to the craftsman.
- Promote the CMA's continuing education offer in a coherent and readable way

EXPERTS INVOLVED

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2 BACKGROUND

The apprenticeship contract aims to obtain a state diploma (CAP, BAC, BTS, Bachelor's, Master,...) or a professional title registered in the National Directory of Professional Certifications (RNCP), including diplomas from National Education and professional titles under the Ministry of Labour.

The duration varies depending on the training chosen:

- In principle two years for the learning period; this duration may, in some cases derogatory, be less (6 months) or longer (3 years), or even 4 years for disabled workers.
- The duration of the training is at least 400 hours under the apprenticeship contract.

The apprentice is paid according to his age; in addition, his remuneration increases each new year of execution of his contract. The minimum wage received by the apprentice corresponds to a percentage of the Smic or the MSC (conventional minimum wage of the employed) for the 21 years and over.

Apprenticeship Training Centres (CFAs) provide general, technological and practical training. In close contact with the professional world, they are the privileged place of a pedagogy specific to the learning of each trade.

Based on the transfer of skills by learning masters, learning is a concrete way of acquiring both theoretical knowledge and skills to master a trade, understand the company, acquire the necessary know-how and thus promote integration into the company.

As of 31 December 2018, the apprenticeship training centres are located throughout France, with 448,100 apprentices, including 49,700 apprentices in Auvergne-Rhône-Alpes; an increase of 4.2% over 2017. The number of apprentices in secondary education is on the rise (up 1.8%) for the second year in a row. Growth in higher education learning remains at a high level (up 8.1% from 9.1% in 2017).

16.0% of apprenticeships come from a third-grader, with young people at this level focusing mainly on a general or technological second (63.7%).

The organisation of apprenticeships in France has undergone a major evolution with the reform linked to the law of September 2018 "Freedom to choose one's professional future" with the transition from a regulated system to a market logic.

Funding is now provided according to costs to contracts defined by the professional branches under the control of France's competences.

11 skills operators have been set up in 2019. Managed by the professional branches, these organizations are responsible for ensuring:

- Funding for apprenticeship and professionalisation contracts based on the levels of care defined by the branches;
- Technical support to the branches: definition of the cost to the contract, observatory of skills and qualifications, certification engineering etc.

Regions that previously had a major expertise in the financing and regulation of apprenticeship training openings now see their intervention limited to two missions:

- Funding investments in CFAs
- Correcting territorial inequalities

For Chambers of Trades and Crafts, the missions are now:

(1) To support companies that wish to do so, especially in the preparation of the apprenticeship contract, prior to its filing with the skills operators;

(2) Mediating and preventing potential conflicts between employers and apprentices

(3) To participate in the training of learning masters;

(4) To participate in the regional public service of guidance;

(5) To participate in the regional governance of learning

3 GOAL

3.1 Responding to diverse audiences and needs

- Open up learning to young dropouts at the University who want to reorient their personal and professional project by offering them access to a dual professional qualification on a technical and managerial level.
- To offer job seekers or adults in retraining in retraining in management as part of the support of a project to create or take over a business.

Consolidate the training of craft assets, craftsmen, and apprentice spouses by promoting the development of a logic of course

- Develop partnerships with consular network CFAs to offer managerial skills to young people who are preparing or already holding a Level IV diploma.

- Promote the development of a logic of course among the assets of the sector in particular by organizing the development offer in a modular and capitalisable way.

- Promote industry certifications (CTM, BTM, BM3, ADEA) in line with this course logic.

- Develop open and remote FOAD training especially for installation project owners.

Coordinating and energizing partnerships with higher education

- Harmonize and develop partnerships with higher education by valuing existing initiatives and organizing the implementation of the convention signed by the Permanent Assembly of Chambers of Crafts and Crafts with the National Conservatory of Arts and Crafts.

- Establish a regional steering committee involving representatives of academic institutions developing relations with the CMA Auvergne Rhône-Alpes with the aim of capitalising on good practices, promoting the devices, and changing educational systems.

3.2 Organize and promote the training offer of cmAs in the Region.

- To give consistency and legibility to the training offer of the Chambers of Trades and Crafts of the Region within the framework of a logic of regional mapping.

- To produce a regional catalogue of the actions proposed by the CMAs in the context of continuing education.

- Organize communication on URMA and actions related to its deployment, in accordance with the national charter.

The TEPE is a Level III (BAC 2) CNAM (National Conservatory of Crafts and Crafts) title, which is being prepared in one year.

It is a training that relies on the realization of a professional project in the small business craft sector to apply good practices in business, financial and organizational management.

The goal of training to acquire cross-cutting knowledge and skills to carry out a project of:
▪ BusinessDevelopment,
▪ Start-up,
▪ Business takeover.
This project can be carried out in any craft sector:
building,
food, beauty, automobile, sales, ...

4 DESCRIPTION OF THE PROGRAMME

The entire training course for the professional title is based on four common issues. Each will be processed through one or more modules:

What for? To help make sense of the action.

What do I do? to set priorities for action.

How do I do that? Pour facilitate the realization of the action.

Who do you have to do it with? Porr know how to share the action.

The majority of our modules are dedicated to promoting and facilitating ACTION: how to do it? This pedagogical orientation is also available at the level of the teaching treatment of each of the modules so that they:

be pragmatic in providing concrete answers at the same time as they "open up" minds to new perspectives that will remain to be explored at a later date;

are not "repulsive";

enable enterprising people to discover simple benchmarks in relation to the subject, reliable and essential (such as: 3 or 4 things to think about, do and 3 or 4 things to avoid);

give enterprising an effective "competence" and not just "knowledge";

take into account the sometimes-heterogeneous levels of enterprising people;

encourage the entrepreneur's involvement in his project.

4.1 REQUIREMENTS

The Small Business Entrepreneur designation is part of an action training scheme lasting up to one year.

During this period, the entrepreneur will be immersed in his professional situation and will simultaneously follow the course of formation of the title, lasting 308 hours.

Professional title training has two distinct and complementary facets:

a section to address process management and referred to as "good practices to undertake" reserved for the acquisition and implementation of structuring methodologies allowing the entrepreneur to manage his ACTION and the COMPETENCES necessary to carry out this action (203 h);

and a section to address disciplinary benchmarks, referred to as "the right questions to undertake," offering the entrepreneur the opportunity to build a personalized modular course (105 hours).

4.2 CONTENT AND STRUCTURE

The trainee follows the following educational path, depending on the chosen option:

AGIR: Training in operational management of creative, business development or recovery projects (161 hours);

Module 11: "How do I manage my project?" (9 p.m.);

Module 9: "How do I assess the skills needed for my project?" (9 p.m.);

The right questions to start: 5 9 p.m. modules (105 hours).

That is 44 days of training over a period to be agreed (up to 1 year).

1 - "Good Practices to Start"

These trainings guide the trainee in the project and help him organize his journey. Based on AGIR (161h), a simple and operational method of project management and skills, they come according to three profiles: creator, activity developer, taker. They are organized into two chapters:

AGIR Project: a toolbox to structure and mark the route through stage points (see appendix). AGIR Project is punctuated by 5 thematic sequences that constitute as many milestones in the realization of the project. Each of these sequences alternates collective or individual face-to-face sessions (3 days in total) and periods of personal work supervised by practical application.

AGIR Skills: A simple method of assessing the skills of a workstation applied to and by the intern allowing him to build his skills improvement plan. AGIR Skills is punctuated by different sequences that gradually help the trainee in his reflection on the skills needed for the project.

The materials dedicated to AGIR are provided on a single tool, made available to the trainee (document excel). Training is facilitated by the possible use of @ppui®, a dedicated IT platform. They thus allow each participant to make concrete progress on his project

on the basis of the work instructions specified during the face-to-face pedagogical sessions.

UAEN90	Management de projet	AGIR Créateur : comment construire et mener mon projet de créateur d'entreprise ?
UAEN91	Management de projet	AGIR Développeur d'activité : comment construire et mener mon projet de développeur d'activité ?
UAEN92	Management de projet	AGIR Repreneur : comment construire et mener mon projet de repreneur d'entreprise?

AGIR Activity Developer (UAEN91)

Objectives

In direct relation to the business development project, this module allows the use of the AGIR project management method and tools to promote:
Identifying the project's perimeter
Identifying the way forward
professional and controlled conduct of the project.

content

1 - Know the project's stakes for the company and position it in the overall strategy.
2 - Formalize the idea in project:
- Set goals and deliverables,
- Describe the constraints,
- Identify the criteria for success.
3 - Define the project organization:
- Identify the different players involved and specify their roles, rights, duties,
- Build the project team.
4 - Building project communication:
- Reporting on the progress of the project at different levels of decision-making,
- Valuing the project's strengths and developing membership in-house.
5 - Mastering the projects conduct (quality - cost - time):
- Mastering the actions to be carried out,
- Build and manage the project budget,
- Build the planning and manage the progress of the project.
6 | Take stock in terms of achievement, perspectives and skills.

AGIR Taker (UAEN92)

Objectives

In direct relation to the takeover project, this module allows the use of the AGIR project management method and tools to promote:
Identifying the project's perimeter
Identifying the way forward
| the project's professional and controlled conduct.

Content

1 Check the self-project suitability.
2 Make an in-depth diagnosis of the company:
- Check the feasibility of the takeover project,
- Build the recovery strategy.
3 | Identify the skills to carry out the project
4 | Building the legal, financial and tax package:
- Study possible scenarios and decide,
- Make the project credible to its interlocutors.
5 | Finalize the recovery plan:
- The taker's professional career;
- Diagnosis of the company,
- A short- and medium-term strategic approach,
- Structuring the business approach,
- Obtaining funding,
- Mastery of the actions to be carried out.
6 | Integrating the company and managing change:
- To be accepted as a future leader,
- Successfully taking over the company,
- Build development paths.
7 | Take stock in terms of achievement, perspectives and skills.
CNE

THE STEPS OF THE AGIR MODULE

This training is provided as the project progresses. It is divided into four work sequences.

Sequence 1: formalization of the project (4 days)
- Formulate the expected and content of the project
Defining the context of the company
- Formulate the context of the project;
- Identifying the project's stakeholders;
- Define the skills required for the project;
- Roadmap for the next sequence.

Sequence 2: Project management (6 days)
- Set achievable goals;
Identify the main tasks to be carried out;
- Assess the necessary means;
- Set measurement indicators;
- Planning for achievements;
- Develop the skills improvement plan;
- Roadmap for the next sequence.

Sequence 3: project follow-up (9 days)
- Follow the implementation of the forecast action plan through dashboards;
- Make necessary adjustments;
- Achieving an intermediate situation of CAP progression;
- Roadmap for the next sequence.

Sequence 4: Project evaluation (4 days)
- Assess the results of the project: level reached, success factors, main difficulties;

- Define new strategic, technical, organisational or commercial axes induced by the results achieved and the new objectives set;
- Taking stock of what they have learned in terms of skills;
- For AGIR Creator and Takeover: synthesize the project on the basis of business or takeover plans.

2 - "The Right Questions to Start"

These modules, each lasting 21 hours, provide answers to key questions related to project implementation. They were designed to provide, in a minimum of time, pragmatic, useful and directly transferable answers to the project.

These modules are available in-person. In the event of implementation **for a territory and for a given group,**we can determine the proposed modules in advance (see paragraph "Pretation on the choice of modules".

Each 21-hour module consists of three distinct and complementary phases over approximately three weeks:

> Phase 1 to gain knowledge (J1),
>
> Phase 2 to transform knowledge into skills (J2),
>
> Phase 3 to enrich the group's experience, to enrich itself with the expression of the group and the speaker (J3).

D1: KNOWLEDGE ACQUISITION PHASE

Objectives:

> To provide essential theoretical elements and content in relation to the question asked.
>
> Prepare the application work to be done for Phase 3.

Content: see content of the modules below and/or the module's detailed repository at C

not.

How it works: variable depending on the formula chosen:

> If a format in the present: training seminar,
>
> If hybrid formula: cut the "course" into 4 2-hour sequences (1:30 - 15 minutes of sequence-induced application exercises).

Main player variable according to the chosen formula:

> If the actor is in-person form: the intervener,

> If hybrid formula: the learner in conjunction with a tutor via the platform Plei@d on which the sequences will be deposited.

Duration: 1 day or equivalent 7 hours

D2: ACQUISITION TRANSFER PHASE

The objective is to implement the elements apprehended in the acquisition phase (in J1) in relation to the project carried out (creation / business development / takeover).

Content: variable depending on the nature of the subject that the learner has decided to develop in this transfer work

Lead actor: the learner

Duration: estimated and valued at 7 hours of personal work

D3: RESTITUTION-EVALUATION PHASE

Goals:

> Assess the transfer work carried out by each learner,
>
> Allow each participant to learn from the transfer processing carried out by each of the other participants and the synthesis of the speaker.

Content:

> Presentation by each of their work to the group,
>
> Further training/deepening,
>
> Synthesis of the module from the 3 phases, which will lead to the production of the "key factors of success" induced by the question and the list of "things to avoid",
>
> Handing over to the intern:
>
>> o a summary of the essential elements to remember on the "issue"
>>
>> o a summary but essential bibliography allowing him to delve into the subject on his own.

Key players: the speaker and a group of learners

Duration: 7-hour in-person day

5 APPLICATION

5.1 ACTORS

A partnershippartnership has been established between CMRA AUVERGNE RHONE ALPES and CNAM.

The course will take place withinthe EFMA? cfa gere by the CMRA AUVERGNE Rhnone Alps.

5.2 CONDITIONS

Recruitment of young people with a level IV professional certification in connection with a trade.

These young people must also be part of the logic of implementing a project of creation, takeover or development of a company.

5.3 IMPLEMENTATION PROCESS

The implementation of the title will take place according to a logogram of the training system completed and dedicated to this site specifying the distribution of responsibility.

In particular:
Promotional campaigns will be developed and validated in consultation between the signatories of the convention,

The CNAM - CNE and CMAR ARA are committed to affixing the logos of the signatory partners to all documents and publications inherent in the training action. This relates to advertising made in advance of recruitment,information of trainees,any press release or press articlerelating to the action concerned, or any communication medium (poster, leaflet,etc.) concerning the operation.

In thefaceof currentregulations, the courses implemented must comply with the rules for approving teachers and teachers. These are defined by the CNAM-CNE and based on the various activities, skills and training benchmarks related to the preparation of the Small Business Entrepreneur Titre. The repositories are provided by the CNAM-CNE.

Training planning and reading in place of evaluation procedures are developed in consultation in accordance with regulations, particularly in the context of learning.

As part of the guardianship of the pedagogical guardianship exercised by the CNAM-CNE, the director of EFMA is appointed pedagogical reference.

The pedagogical referent is in charge of the pedagogical coordination of the preparation of the TEPE. In this context, it is guarantor of theapplication of the rules and the preparation of the title.

To do this it works closely and with the necessary validations carried out by the Professor responsible for the national title,or by delegation the national pedagogical officer, of the CNAM-CNE

The selection of candidates is provided by the CMAR ARA, via the EFMA

An execution report will be drawn up by the ARA CRMA via EFMA within two months of the end of the training.

6 EVALUATION

6.1 EVALUATION PROCESS

MODULE EVALUATION

The evaluation of each module will be carried out by the speaker, during the restitution-evaluation phase (J3) from a presentation, before the group, of the work carried out.

An assessment will be given to each module by the speaker at three levels: INSUFFICIENT - PASSABLE - SATISFACTORY.

DEFEVERANCE OF THE PROFESSIONAL TITLE

The Professor responsible for the professional title will consider the candidate "ADMIS" or "NO ADMIS" in view of all the evaluations obtained:

To the AGIR methodological report:

THE INSUFFICIENT level is an elimination rating.

At the presentation of the AGIR methodological report before the oral panel:

THE INSUFFICIENT level is an elimination rating.

To the disciplinary cues part (the modules):

to validate this part, the evaluation carried out to each of the 7 modules by the learner should not include more than one INSUFFICIENT level assessment.

It will be agreed that the INSUFFICIENT level corresponds to a score of less than 8/20; PASSABLE level at a score between 8/20 and 12/20; SATISFYING level at a score above 12/20.

Assiduous auditors who do not meet these obligations will receive a certificate of internship.
For the record: the speakers are approved to teach the modules according to the procedure in force at Cnam (GAGE).

6.2 RESULTS

6.2.1 THE PARTICIPANTS

Participant profile: 9 apprentices (no continuing education) aged 19 to 24: 5 women and 4 men.

Learner-led projects:

- 4 business takeover projects: 2 in the butcher-processor sector,
  1 in the bakery sector, 1 in the hairdressing sector.
- 1 business creation project in the hairdressing sector.
- 4 business development projects: 2 in the hairdressing sector,
- 1 in the aesthetics sector, 1 in the automotive sector.

6.2.2 EXPECTATIONS OF THE PILOT MODEL

(O expectations of the CNAM with regard to the project expert and trainers.)

- Respect the organization and objectives of the repositories.

- Adapt content to the audience.

- Develop skills more than knowledge. The project is the priority of training, the stakeholders give theoretical benchmarks and methods of conducting the project. The project expert aims to support learners in the appropriation of the method in relation to his project.

6.2.3 GOALS BEFORE THE START OF THE PILOT MODEL

(CNAM's goal to learners)

An entrepreneur working in four main areas of activity, each of these areas must master key activities:

- Building the decision:

  To ensure legal, technological and competitive monitoring.

  Define, implement and control the creative project's strategy in relation to its production, services and environment.

  Build the contractual and legal structure adapted to the project, the activity and its sustainability.

  Identify, analyze and address malfunctions related to the project strategy.

- Driving the project:

  Design operational implementation based on the strategy and objectives set upstream.

  Stop technical, economic and budgetary choices.

  Implement, stimulate, coordinate and control

  Ensuring its development, sustaining it.

- Managing resources and controlling activity:

  Define the strategic communication of the project and ensure its presentation to partners and funders.

  Manage human resources.

  Control and manage financial flows.

  To lead the team around the project.

  Be a force of proposal to position a new project in line with the overall strategy of the company.

-Animating networks of internal and external partners:

Comply with and enforce existing regulations.

Build and maintain networks relevant to the project and its sustainability.

To facilitate the commercial development of the project.

Monitor the quality of suppliers, subcontractors and experts.

6.2.4 SATISFACTION WITH THE PILOT MODEL

(Satisfaction of the project expert in relation to the training)

By offering the entrepreneur a path that allows him to combine both knowledge and effective implementation and work on his project and on himself, represent the added value of this training.

The immediate application of the modules through the exercises, allows everyone to ask the essential questions to lead their project.

The journey generates the learning, communication, awareness and questioning, action and introspection necessary for an entrepreneurial project.

A small heterogeneous group but with the same objective, the conduct of a project, creates a closeness conducive to exchanges, to the entrepreneurial spirit.

6.2.5 GOALS ACHIEVED

To have allowed project owners, in the context of development, creation or takeover of a company, to lead their project and to be able to perform a structuring function in the company (manager or manager),

To have transmitted methods of project management and management of the necessary resources to the day-to-day life of the entrepreneur.

To have shared the essential knowledge that the concrete realization of the project requires.

6.2.6 PARTICIPANTS' FUTURE PROSPECTS

2 participants have a project to take back funds from artisanal trade, 1 of which with a business development.

3 participants plan to start their own business in the medium term. 2 of them continue their studies in master's degree.

1 participant has created and develops the commercial function within the family business.

1 participant abandoned her development project and left the professional field in which she worked.

1 participant does not plan to undertake.

6.2.7 FINAL LEARNING EXAM

Of the 9 participants, 8 validated the entire modules and obtained the title.

1 learner dropped out of training

Notes:

7 of the 8 participants received a satisfactory final evaluation. 1 participant validated the TEPE with the passable mention.

7 LESSONS LEARNED

The AGIR methodological tool is structuring. It allows each candidate to move forward step by step, to raise the right questions related to the project. The practice of the tool has helped to highlight one of its weaknesses: it is more suited to the business development project.

The entrepreneurs are mostly young people with professional degrees. This young audience may encounter difficulties in conceptualizing the project, the maturity and the overall vision that the entrepreneur must have.

As a trainer, the experience and knowledge of the various industries underpins its credibility. It is essential to the conduct of training.

The project expert must therefore be curious and on constant standby on the business sectors of the enterprising. Exchanges with learners, sponsors and the various facilitators of the training enrich this field. Animation is a fair notion of balance: the speaker must be constant in his neutrality, his flexibility, his availability and at the same time infuse a dynamic to stay the course. It must remain neutral, fair (time given to everyone).

A new session began in September 2020, with a limited number of participants.

Due to the health context, training resources had to be adapted by developing tools for distance learning.

Despite the educational resources available to apprentices, the approach limits the dynamics of exchanges essential to the project pedagogy carried by the TEPE.

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